



## PINNACLE SCHOOLS FEDERATION

### RELIGIOUS EDUCATION POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
<b>Date of Ratification</b>	<i>22/03/21</i>
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#### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>DOCUMENT:</b>	RE Policy	<b>DATE:</b>	03/03/21
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

#### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

## Religious Education Policy

### Principle Aim

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### Aims

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about nature, significance and impact of religions and worldviews, so that they can:**
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
  - find out about and investigate key concepts and questions of belonging meaning and purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### Curriculum and content

As part of a broad and balanced curriculum, all pupils have the opportunity to learn about RE. It offers an opportunity to explore a range of religious and non-religious worldviews. The school uses the locally agreed syllabus for South Gloucestershire and Understanding Christianity to provide a balanced high quality Religious Education. The approach uses key questions to stimulate thinking and engage learners.

The syllabus reflects the fact that the religious traditions in Britain are in the main Christian, whilst taking into account the teaching and practices of other principle

religions represented in Britain. In the Early Years children recognise people have different beliefs and celebrate special times in different ways, they also begin to know some similarities and differences between different religious and cultural communities in this country. At Key Stage One, children learn about Christians, Muslims and Jewish people. At Key Stage Two, children learn about Christians, Muslims, Jewish people and Hindus. As a church school, there is a heavier weighting towards the teaching of the Christian religion across both key stages.

A dedicated RE lesson takes place each week in every class. Each lesson lasts for one hour, except for children in Reception where lessons last for 50 minutes. This ensures that children can meet the expectations set out in the syllabus.

The questions that children explore through RE are split into 3 main sections:

1. Believing: children learn about key religious beliefs, teachings and sources; they ask questions about meaning, purpose and truth
2. Expressing: children learn about religious and spiritual forms of expression; they ask questions about identity and diversity
3. Living: children learn about religious practices and ways of living; they ask questions about values and commitment

Children are provided with opportunities to visit places of worship. Where possible, visitors from different religions are invited into school to talk to the children about their faith.

Approaches to teaching RE include: use of stimuli, such as artefacts and texts; class discussion and debate; posing though provoking questions; written responses; listening to music; research; drama and role play.

### Legal Framework

Parents have a legal right to withdraw their child from Religious Education lessons, but as RE is central to the life and identity of The Pinnacle Schools Federation, we would ask parents to discuss with the Executive Headteacher any reasons they might have for doing this.

### Subject Leadership

The RE leader will:

1. Provide a clear vision for RE which is clearly communicated to all; they will support and monitor the subject and will receive an adequate budget to do this.
2. Ensure that their subject knowledge and expertise are kept up to date by means of regular training.
3. Ensure that staff receive adequate training in the teaching and assessment of RE.
4. Liaise with the RE link governor and they will report on standards in RE.
5. Work alongside the Executive Headteacher to ensure that the principles set out in the Church of England Education Office Statement of Entitlement for RE are implemented.

### Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study. Within each key question plan, learning outcomes are presented which relate to end of key stage outcomes.

At the end of each Programme of Study, children are assessed as to whether they are emerging in meeting the outcomes, whether they have met the expectations or whether they have exceeded the outcomes. This enables teachers to understand whether children are on track to meet end of key stage outcomes and to adapt teaching and learning accordingly. Tracking sheets are completed at the end of each Programme of Study to show whether children are emerging, have met, or are exceeding expectations.

### SMSC

Whilst SMSC is a whole school responsibility, RE plays an important role in children's Spiritual, Moral, Social and Cultural development.

RE can support spiritual development by promoting: self-awareness, curiosity, collaboration, reflection, resilience, response, values and appreciation.

RE is well suited to exploring social and personal morality in significant ways: valuing others, developing moral character and understanding moral diversity.

RE allows children to explore social situations and contexts which highlight: shared values, idealised concepts, moral sources, influences, social insight, role models and experiential learning.

RE enables children to understand their home culture and background as well as the national culture. RE prepares children to participate in Britain's wider cultural life, whatever their background.

### British Values

RE can make a key educational contribution to pupils' explorations of British Values, and the teaching of RE can enable pupils to learn to think for themselves about them. RE gives pupils the opportunity to build an accurate knowledge base about religions and beliefs in relation to values. This in turn supports children so that they are able to move beyond attitudes of tolerance towards respect and ultimately to celebrate diversity.

**Mutual Respect:** The RE curriculum focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Children are challenged to be broad minded and open hearted.

**Democracy:** Pupils learn the significance of each person's ideas and experiences. Through debating the fundamental questions of life, pupils learn to respect a range of perspectives. Children examine the idea that we all share a responsibility to use our voice and influence the wellbeing of others.

**Rule of Law:** Children learn about different codes for human life including commandments and rules offered by different religious communities. They learn to appreciate how people choose between good and evil, right and wrong.

**Individual Liberty:** Children explore the concepts of identity, belonging and diversity, focusing on pioneers of human freedom, including those from different religions.

### Monitoring

This policy will be reviewed bi-annually by the Ethos Committee. Its implementation will be monitored through the annual monitoring and evaluation programme and through foundation governor monitoring.